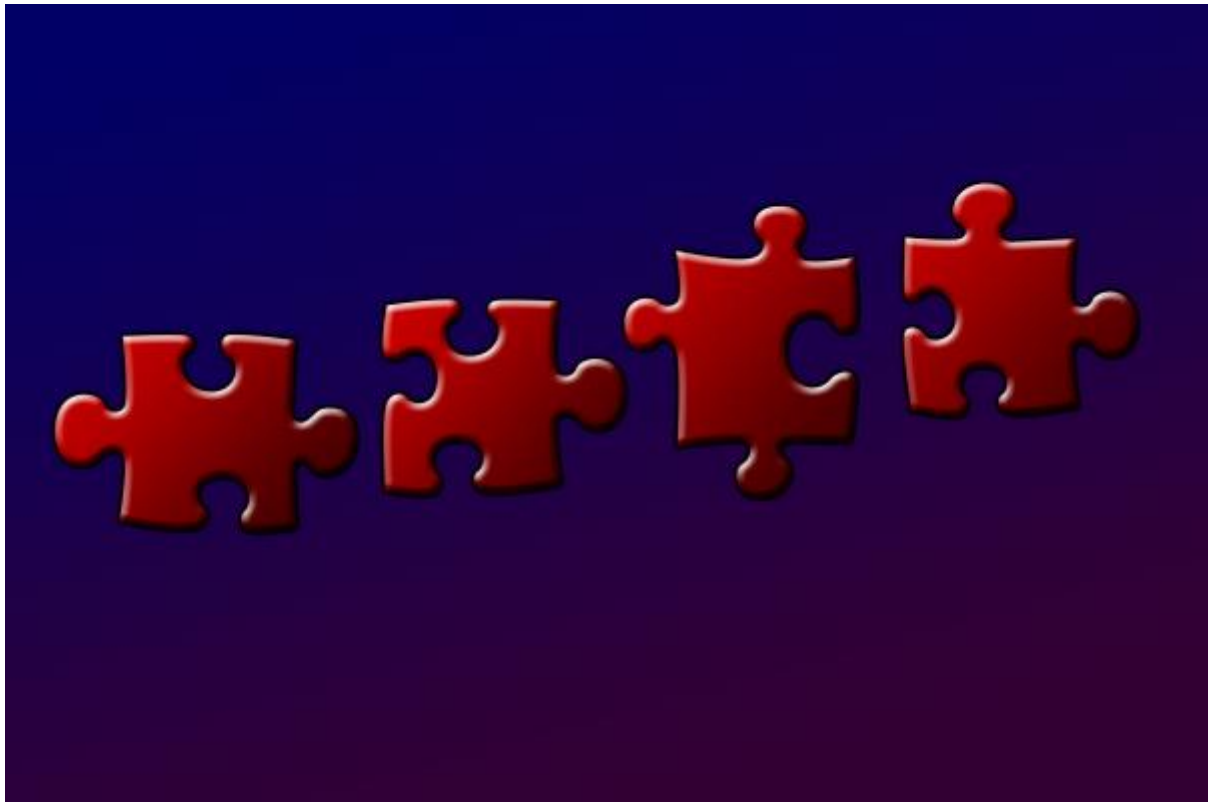




Starting a new Jigsaw

Written by Hannah Botes

Joining a new Team/ Role and Organisation

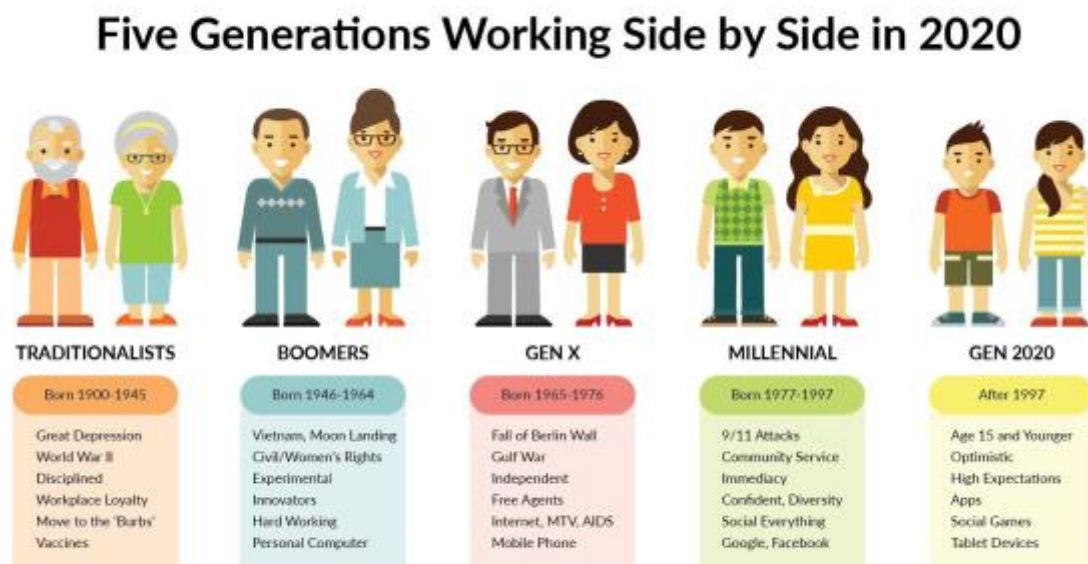
"People are like puzzles, they take time and patience to understand" is a quote I heard many years ago and has stuck with me throughout my HR career. This is how I feel about my new role.

Leaping from a Human Resources (HR) management post into the world of Organisational Development (OD) has been a whirlwind I did not expect. This blog helps me to reflect on the last 6 months of the new role. Having 15 years generalist experience, at a variety of levels, in a few different counties, I thought my skills set and knowledge was well prepared for the jump into OD. The move from private sector to the huge public body that is the NHS has been a culture shock, some of it great, some of it frustrating and some generally confusing.

My new role within the NHS, is not only new to me, but also to the whole NHS (UK Wide). I am part of a new pioneering team that is taking on the command-and-control culture within Hywel Dda Health board and striving to make it a better place to be and have more good days at work. A very sharp eye and expectations from the board has been set, with "all eyes on my team" to create a seismic shift in culture to fix a tired, broken system as well as restore faith trust and wellbeing amongst staff who have worked tirelessly thought-out the pandemic. My role is an Assistant Organisational Development Relationship Manager.

There are some great aspects to this team, such as we are from different generational background[1]¹. Whilst this is a great positive for diversity of thought, I am the youngest in the team and classed as a Millennial, whereas the rest of the team are Gen x and Baby boomers. Whilst we all get along as people very well, I have found the lack of digital literacy between myself and the rest of the team really challenging. Whilst recognising this as a generational difference, it does mean that a large proportion of digital workloads was initially passed to me , as I was the quick and easy option to get things done, such as presentations. I often get frustrated internally and this often shows in a passive aggressive manner within the team. Whilst no one has spoken to me about it, I know that this part of my role frustrated me and makes me feel like i am doing more work that the rest of the team.

How does it really feel?



I was nervous starting with the team who were all new, all at senior manager level with no direct reports. Our roles were not carved out before us and I have the exciting opportunity to make my mark in the NHS but there is definitely a pressure on our team to perform. However, I had reservations coming from such a strong operational background to a strategic role and that would I also get lost in the sheer size of the organisation with 14,300 employees [1]²(Jan 2022).

The role itself has been a roller coaster of emotions. I have come from an innovative forward-thinking team, who switched to digital solutions during 2020 due to the Welsh government guidance of work from home. [2]³ Initially I thought that all companies would have invested in the digital

¹https://nhs.wales365-my.sharepoint.com/personal/hannah_botes_wales_nhs_uk/Documents/Hannah_Personal/DSBL.docx#_ftn1

²https://nhs.wales365-my.sharepoint.com/personal/hannah_botes_wales_nhs_uk/Documents/Hannah_Personal/DSBL.docx#_ftn1

³https://nhs.wales365-my.sharepoint.com/personal/hannah_botes_wales_nhs_uk/Documents/Hannah_Personal/DSBL.docx#_ftn2

literacy of staff as homeworking is now becoming the norm within our organisation and is not long a short-term solution. I felt frustration over this, and that people had not taken control of their own learning and self-taught or become solution focussed in developing these skills.

Due to my nature, I always seem to end up collating presentations, setting up digital platforms, running the digital tech in the back of presentation. Whilst this makes me feel I have found my place in the team and know I am making the difference; I also feel that others in the team are not developing their own skills, and this is holding back the team. It also means I pick up additional work, I was not able to operate at my best level as we must use the basic platforms for everyone to be able to use. I felt I needed some support, so I raised this as an issue during my action learning [3]⁴ set that I am a member of.

I do believe I am self aware of my abilities but also worry that if i am not involved in everything i am not doing my full job.

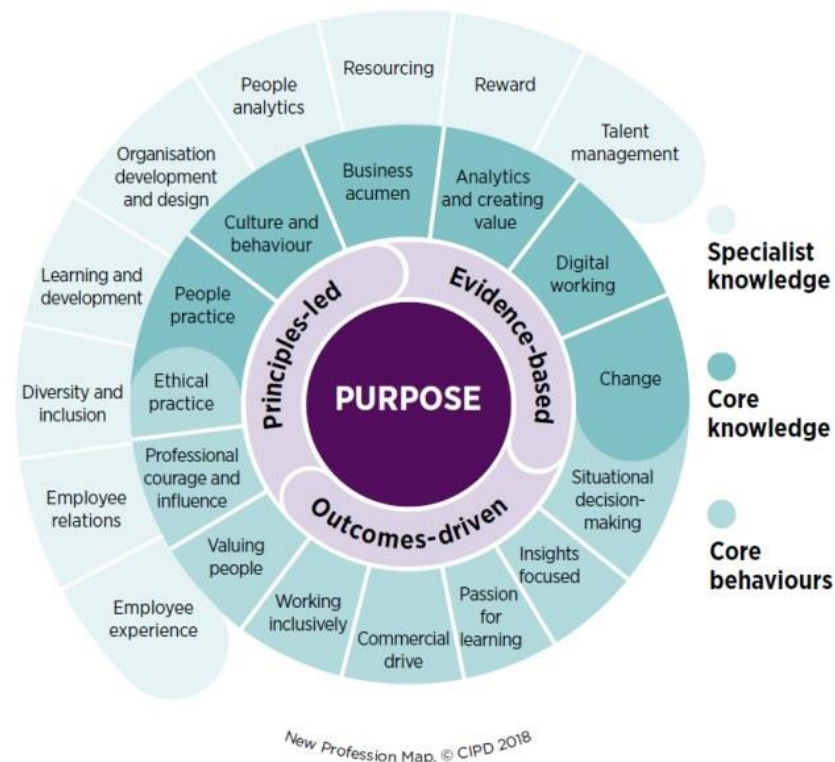
It felt like the rest of the team were not fully compete in their abilities and I got frustrated with this as it impacted on my own processes, systems I have to organise and stay on top of work. I think my frustration was not as articulated as I would have liked.

What went well

I have been able to show my Digital skills off which has helped the team in setting up platforms, workstreams and templates. I have still be respectful to the team and don't believe I have upset any of them. I think the issue is not resolved, but following this time to reflect I have some some actions I can take forward to ensure a real resolution that will be created within the team and not just me in silo. (Gibbs 1988).

⁴[https://nhs.wales365-my.sharepoint.com/personal/hannah_botes_wales_nhs_uk/Documents/Hannah Personal/DSBL.docx#_ftn3](https://nhs.wales365-my.sharepoint.com/personal/hannah_botes_wales_nhs_uk/Documents/Hannah%20Personal/DSBL.docx#_ftn3)

What could I have done better



CIPD

The CIPD professional map allows me to map across my behaviours and values in terms of principles led, evidence based and outcomes driven. Part of the core knowledge is around digital working, so I know that other colleagues in the team should be working on getting this digital skill up to date as part of their profession progression. Whilst I have demonstrated other core behaviours as per the map above, I think that I had displayed some behaviours that were not inclusive in my approach.

As a team I think we would benefit from group reflection spaces more Ashby, C. (2006)

I think I could have from the onset supported colleagues better by investing time in showing them properly how to use the systems. I also understand that I like to be in control and have my way of doing things as it is comfortable and familiar to me. This has felt like a safety net to me as the new role is still being carved out. Therefore upon reflection, I think I should also show more patience for others and remember that a lot of new technology, the way they learn is different to my own style of learning.

I realised that I was the type of person who likes to help their team, and saw my quick fix ways as supporting the team, when in fact I was allowing them to become dependant on me and my skills instead of empowering them to do things themselves. I should have also consulted them on what they would like to see and do with regards to processes and programmes and included them more in the design/decision making aspects.

Conclusion

In conclusion, I According to academics, my generation is classed as a 'digital native', which means I am more fluent in digital tech talk, programmes and platforms. recognising the generational differences is important but i think what would make more impact to go back to show that digital skills and working is part of our professional framework, and use the framework as a tool for discussion to drive the team forward. As I am striving for Chartered membership I should be working and at the strategic level to influence change.

Action to take

- Include working digitally in our next PADR sessions and group reflections
- Reflect as a team on the work already been carried out over the last 6 months
- Work on my own ability to work inclusively
- Read the CIPD's thought piece 'Don't leave technology in the hands of technologist'. Consider how you may collaborate more effectively with your technology colleagues as a result, and how you can bring the people perspective to technology-enabled people practices.



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⁵<https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2015/08/learning-handbook-action-learning-sets.pdf>